MTSS Essential Components Implementation Worksheet

School: _____   Date: _____

District: _____   Interviewer: _____

Persons Interviewed: _____

Grades of Student Population: Pre-K   K   1   2   3   4   5   6   7   8   9   10   11   12

The MTSS Essential Components Implementation Rubric and the MTSS Essential Components Implementation Worksheet are for use by individuals responsible for monitoring the school-level fidelity of Multiple Tiered Systems of Support (MTSS) implementation. They may be used by schools for self-appraisal; however, they were not designed for compliance monitoring and should not be used for this purpose. The rubric and worksheet are designed to conduct a needs assessment and develop a plan for professional development and technical assistance.

Instructions: The purpose of this worksheet is to provide a framework for collecting relevant information and for recording a school's ratings on various items related to MTSS implementation. Descriptions of ratings for each item are provided on the MTSS Essential Components Implementation Rubric. Information about school-level implementation should be collected through interviews with school personnel, observations and document review. Sample interview questions and indicators of implementation are provided. After all of the information has been collected, use your notes and the MTSS Essential Components Implementation Rubric to rate the school on each item. The rubric provides a 3-level rating scale and descriptions of practices that would result in an indication of Novice, Nearing Proficient or Proficient implementation.

Areas that indicate implementation at the Novice or Nearing Proficient level should be addressed in the Action Planning process.

April 2015

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)

EXPLORATION: Stage 1 *School is actively exploring and preparing for implementation of MTSS*

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
MTSS Overview	Who presented an overview of MTSS to the faculty? When was the overview presented? What materials or resources were used to present the overview to the faculty?	☐ Date of overview provided ☐ MT MTSS ppt. used to provide overview ☐ All staff received overview ☐ Only team and administrator received overview	☐ Novice ☐ Nearing Proficient ☐ Proficient
Consensus	Is there consensus among the faculty/staff to adopt MTSS? How have you measured consensus? What process did you go through to achieve consensus? What percent of staff support adoption?	Consensus is reached when all stakeholders agree to the following: "I agree with this decision." Or "Although this decision may not be my first choice, I can live with it." "I will publicly support this decision." "I will do my part to implement the decision." ☐ Meeting agenda or minutes reflect consensus process ☐ Staff survey or poll	☐ Novice ☐ Nearing Proficient ☐ Proficient
Administrative Commitment	To what extent is implementation of MTSS a priority? Does your school have designated and protected times for the MTSS Leadership team to meet? What percent of administrator time is designated to the implementation of MTSS?	☐ Calendar of leadership team meetings established ☐ Evidence that meeting time is a priority and protected (e.g. master calendar) ☐ Team meeting minutes	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Leadership Team	Are all grades and departments represented on the team? How often does your team meet? Is the meeting time protected on the annual calendar? Do you record and maintain minutes for each meeting? Do you have a communication procedure with Comprehensive School and Community Treatment (CSCT) services?	☐ Team is representative of grade levels/departments (also includes para, specialists i.e. music, art, P.E.) ☐ Team member roles are established ☐ A predictable meeting schedule is established ☐ Structured meeting agenda format includes items for screening, instructional planning, progress monitoring, evaluating outcome decisions (*review copies of completed agendas) ☐ Meeting and action plans are thorough and accurate (*review copies)	☐ Novice ☐ Nearing Proficient ☐ Proficient
Administrator Involvement	How often does the administrator attend the Leadership Team meetings?	Meeting minutes reflect ☐ Administrator attends all meetings ☐ Administrator attends most meetings ☐ Administrator attendance is sporadic ☐ Administrator does not attend meeting	☐ Novice ☐ Nearing Proficient ☐ Proficient
Data Management System	Is all screening and progress monitoring data entered into a database? Are data reports summarized through visual presentation (i.e., graphs)? Are reports accessed easily to allow individual, classroom, grade level, and school-wide analysis? Are current data available at each meeting?	☐ Graphed representation of benchmark assessments ☐ Graphed representation of ODR or behavior screening results ☐ Current data presented at each meeting as reflected in meeting minutes ☐ Process for collecting, distributing and electronic storage of benchmarking data is clear and documented	☐ Novice ☐ Nearing Proficient ☐ Proficient
Action Plan	Do you have a current action plan? How often do you review the action plan? Does your professional development plan reflect the needs reflected in your action plan?	☐ A written action plan exists that includes implementation action steps, person responsible and projected completion date. ☐ Documentation exists to indicate Action Plan is reviewed 3x per year ☐ Action Plan includes professional development to support implementation (e.g., school-wide screening, progress monitoring, evidence based interventions, differentiated instruction) ☐ Action plan items includes assessment of fidelity (SAS, SET, BAT, ISSET)	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Universal Screening	What screening measures do you use for reading? What screening measures do you use for math? What screening measures do you use for behavior? Are all students screened at the beginning of the school year? Do you conduct screening throughout the year? How many times? Is a well-defined cut score used to identify students at risk? What is that cut score? Is it a national or local cut score? Do you conduct a follow-up assessment to ensure the results of the initial screening are accurate? Describe the process for conducting the screening. To what extent is the process consistently followed?	☐ Benchmark assessment model established (e.g., DIBELS, Aimsweb, etc.) ☐ SSDB, ODR, BASC-2, or Early Warning System used for social/emotional screening ☐ Cut points established ☐ Screening schedule established as reflected on master calendar ☐ Benchmark data collected and reported 3x per year as reflected on master calendar	☐ Novice ☐ Nearing Proficient ☐ Proficient
Decision Making Process	Describe how decisions are made to move students between levels. Who is involved in the decision-making? What data are used to inform those decisions and how are they used? What criteria and guidelines are used to inform those decisions? To what extent are the screening, progress monitoring and other assessment data used to inform instruction as all levels, including core instruction?	☐ Standard problem solving protocol used (e.g., Six-step Problem Solving model, TIPS) ☐ Benchmarks and cut points established ☐ Pathways developed with criteria built from decision rules for all content and behavior areas ☐ Grade level and MTSS meeting minutes	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
IMPLEMENTATION: Stage 2 *Structural supports necessary to initiate MTSS are in place.*			
Standards Based Curriculum	Are the instructional materials aligned to the standards? Are model or sample lessons and activities that demonstrate effective teaching of the standards available to teachers? Have teachers been trained in the content of the standards and in how to use that content within their lessons? Are teachers utilizing their training and aligning their instruction to these standards?	☐ Curriculum materials support English/language arts content standards; 90 minute reading block established at elementary level ☐ Curriculum materials support math content standards ☐ Documentation of instructional strategies are research-based (walk-throughs, curricular fidelity checks, rubrics) ☐ School-wide behavior expectations and settings matrix exists ☐ Written lesson plans and instructional schedule exist for teacher school-wide behavior expectations.	☐ Novice ☐ Nearing Proficient ☐ Proficient
Instruction	To what extent do teachers use student assessment data and knowledge of student readiness, language, and culture to offer different teaching and learning strategies that address individual needs? To what extent do teachers use an instructional hierarchy and corresponding instructional activities (i.e., acquisition phase, fluency phase, generalization phase, and application phase)? How consistent is this effort among teaching staff?	☐ Teachers use assessment data to identify student instructional level as evidenced by data sheets/ student files ☐ Teachers differentiate instruction to accommodate student instructional level ☐ Documentation of valid instructional practices and differentiation (e.g. documented walk-through; data sheets/student files document adjustments based on data and corresponding student progress)	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Progress Monitoring	What tools are used for progress monitoring? Does your school have documentation that the tools have been shown to be valid, reliable, and accurate? Has the tool been validated for use with student populations similar to yours? Does the scoring manual or other information provided by the vendor provide benchmarks for acceptable growth? Does the scoring manual or other information provided by the vendor provide benchmarks for minimum end-of -year performance? How frequently do you conduct progress monitoring at Tier I? Tier II? Tier III? How is assessment scheduled? What procedures are in place to ensure accuracy?	☐ Progress monitoring tool is listed on the National Center on RTI review chart • AimsWeb • DIBELS • STAR Reading/Math ☐ Early Warning System ☐ SWIS ☐ Documentation of progress monitoring at Tier I = Monthly ☐ Documentation of progress monitoring at Tier II = Bi-Monthly ☐ Documentation of progress monitoring at Tier III = Weekly ☐ Evidence that decision rules based on cut points applied consistently (e.g., meeting minutes, agendas, student file, data sheets)	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Data Determination of Responsiveness to Instruction at Tier I	Are you assessing and analyzing school-wide data for behavior and academics a minimum of 3 times a year to determine responsive to Tier I instructions? Does your data reflect a positive outcome? Are you using a Six-Step problem solving process for data-based decision-making?	Behavior and Academic Data Management Tools: ☐ AimsWeb ☐ DIBELS ☐ MAPs ☐ STAR Reading/Math ☐ Smarter Balance ☐ ISIP ☐ Early Warning System ☐ SWIS ☐ ODR ☐ Other:_____ Problem Solving Process: ☐ Six-Step ☐ TIPS ☐ Meeting Minutes ☐ Other:_____	☐ Novice ☐ Nearing Proficient ☐ Proficient
Implementation Fidelity Tier I	Is the core instruction delivered with fidelity? If so, what evidence indicates this? Are there procedures in place to monitor the fidelity of implementation?	☐ Evidence of partner checks, curricular fidelity checklists, self-checks ☐ Evidence of scheduled and documented walk-throughs, observations and fidelity checks ☐ Classroom Check-up ☐ SET scores at or above 80/80	☐ Novice ☐ Nearing Proficient ☐ Proficient
Communication with and Involvement of Parents	How do you communicate the essential components of MTSS to parents/family? How are parents updated on parents on the progress of children who are receiving Tier II and Tier III interventions? How do you involve parents in the decision-making regarding participation of their child across the Tiers?	☐ Documentation of parent information on essential components of MTSS (Informational brochures, websites, student handbook, parent focus groups, letters, videos or PowerPoints) ☐ Documentation of parent report process and cycle for student receiving Tier II and Tier III intervention ☐ Documentation of procedures to involve parents in decision-making process. ☐ Documentation of parent participation of student receiving Tier II and Tier III interventions ☐ Standards based report cards	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
IMPLEMENTATION: Stage 3 *All of stage 1, stage 2, and the following. School is actively engaged in implementing and supporting MTSS*			
Data Determination to RTI at Tier II and Tier III	Are graphs used to determine a student's response to intervention? Are decisions about whether or not a student is responding to intervention based on progress monitoring? Are the decisions made based on the slope of a student's progress or on the student's final status at the end of the intervention? Are criteria implemented accurately and consistently?	☐ Evidence of data review that incorporates graphing conventions (x and y axes, baseline, intervention phase, goal line, intervention data points), goal setting and trend line analysis. (e.g. DIBELS, AimsWeb, ISIS) ☐ Documentation of decision rules/cut points applied consistently (e.g. student files / data sheets)	☐ Novice ☐ Nearing Proficient ☐ Proficient
Evidence Based Tier II Interventions	What programs / procedures does your school use for strategic interventions? Do the strategic interventions support the Tier I instruction? What process do you use to match students to the correct intervention? Have these programs demonstrated efficacy with the target population (e.g., has research shown that the interventions positively impact student achievement or report a minimum effect size)?	☐ Tier II strategies are research-based ☐ Tier II strategies complement Tier I instruction	☐ Novice ☐ Nearing Proficient ☐ Proficient
Implementation Fidelity Tier II	Are procedures in place to monitor the fidelity of implementation of the strategic level interventions? If so, please describe. Does the evidence indicate that the intervention is implemented with fidelity?	☐ Evidence of fidelity checklists ☐ Evidence that interventionists have been trained in intervention and have skills and resources to implement (e.g. professional development plan, workshop artifacts, etc.) ☐ BAT score at or above 70%	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Evidence Based Tier III Interventions	What evidence-based instructional practices are used at the intensive level of intervention? Are the intensive interventions more intense than the strategic level intervention? What process do you use to match students to the correct intervention?	☐ Diagnostic assessment has been administered ☐ Behavior interventions based on valid functional assessment and address the function of the behavior ☐ Evidence that Tier III strategies support Tier I instruction and are implemented in addition to participation in Tier I instruction.	☐ Novice ☐ Nearing Proficient ☐ Proficient
Implementatin Fidelity Tier III	Are procedures in place to monitor the fidelity of implementation of the intensive level interventions? How do you ensure that the individualized instruction at the intensive level includes evidence-based instructional practices?	☐ Evidence of walk-throughs, self-checks, or curricular fidelity checklists ☐ ISSET	☐ Novice ☐ Nearing Proficient ☐ Proficient
Professional Development	How does your school determine what professional development would improve practice? Does your action plan incorporate identified professional development needs? How is professional development provided? Do the teachers regularly participate in school-based professional development that is structured so that teachers continuously examine, reflect upon, and improve instructional practice? What percentage of the teaching staff participates?	☐ Action plan incorporates professional development that addresses identified gaps and deficiencies through assessment surveys, benchmark assessments, staff surveys and MTSS Monthly Planning checklist ☐ Action plan incorporates professional development on instruction and/or intervention implementation ☐ Schedules and permanent products provide evidence of ongoing professional development related to MTSS implementation and training plan	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
IMPLEMENTATION: Stage 4 *All of stage 1, stage 2, stage 3 and the following* *MTSS is fully operational and used with all students, and all of the other realities of "doing school" with MTSS are being managed.*			
Relationship to Primary	Are Tier II and Tier III interventions always implemented as a supplement to Tier I instruction, or do they replace Tier I instruction for some students? How do you decide if a student receiving Tier II or Tier III intervention should remain in Tier I instruction? How do you ensure meaningful connections exist between advanced tiers intervention and Tier I instruction?	☐ Documentation that decisions are made on a case-by-case basis (meeting minutes, individual student plan or behavior support plan)	☐ Novice ☐ Nearing Proficient ☐ Proficient
Culturally & Linguistically Responsive	What efforts have been made to ensure that Tier I instruction, strategic and intensive level interventions take into account cultural, linguistic, and socioeconomic factors for students?	☐ Documentation that Indian Education For All is included in Tier I instruction ☐ Evidence of efforts to address cultural, linguistic and socioeconomic factors for students in strategic and intensive interventions	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Student Outcomes	What percent of your enrollment receives only Tier I instruction? What percent of your enrollment receives Tier II intervention? What percent of your enrollment receives Tier III intervention? Have students been able to move from advanced tiers back to Tier 1 instruction this year?	☐ Data or documentation supports positive academic student outcomes in all tiers (School-wide data) ☐ Data or documentation that there is a decrease in inappropriate behaviors (majors, minors, Tier II and Tier III intervention reports)	☐ Novice ☐ Nearing Proficient ☐ Proficient
SUSTAINABILITY: Stage 5 *School/District ensures the continued use and effectiveness of MTSS implementation*			
Leadership	To what extend is the district aware of the MTSS framework at your school? To what extent do the actions taken and decisions made by district administrators improve the effectiveness of MTSS at your school? To what extent do the actions taken and decisions made by the building administrators improve the effectiveness of MTSS at your school? Does your school have a designated person to oversee and manage MTSS implementation? If yes, what percentage of that person's time is devoted to overseeing and managing MTSS?	☐ Documentation that shows District actions support MTSS implementation (professional development plan) ☐ MTSS Handbook ☐ A written job description that outlines the duties of an MTSS facilitator in the school	☐ Novice ☐ Nearing Proficient ☐ Proficient
Staff Qualifications	Describe the training and qualifications for staff that provide strategic and intensive interventions. What ongoing professional development is available to staff who provide strategic and intensive interventions? What ongoing professional development is available to new staff on the MTSS process?	☐ Evidence of training on Tier II and Tier III interventions ☐ Scheduled professional development days to support implementation (e.g. progress monitoring, effective teaching, intervention fidelity) ☐ New staff training	☐ Novice ☐ Nearing Proficient ☐ Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Policy	How much of the MTSS process has been incorporated in the school procedures?	☐ MTSS handbook has been developed that includes samples of forms, inventories, maps, fidelity checks, glossary, etc. ☐ School improvement plan, five year plan ☐ Documentation that critical features of progress monitoring are codified and incorporated in School Handbook ☐ Documentation that critical features of office referral procedures are codified and incorporated in School Handbook ☐ Documentation that cut points and data decision process is codified and incorporated in School Handbook	☐ Novice ☐ Nearing Proficient ☐ Proficient